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No. 91

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LABOR

AUCCTU CHAIRMAN, SHALAYEV, INTERVIEWED ON LABOR LAW

Moscow LITERATURNAYA GAZETA in Russian 13 Jul 83 p 12

[Interview with AUCCTU Chairman S. A. Shalayev by LITERATURNAYA GAZETA special correspondent Yuriy Zarechkin: "In Independent Participation. . ."]

[Text] [Question] Stepan Alekseyevich, in June a regular Plenum of the CPSU Central Committee and a session of the USSR Supreme Soviet were held. Their decisions pertain to all spheres of our life and give us new, responsible tasks. Those tasks have also been posed for the trade unions. To what in this regard would you like to direct attention first of all? And how do you evaluate, in particular, the Law Governing Labor Collectives, which was adopted at the session?

[Answer] First of all I would mention the questions that pertain to increasing the social participation of the masses, the broader and broader participation of labor collectives in the administration of production and of state and public affairs. In other words, questions of the further development of socialist democracy, of real self-administration by the people, as Lenin saw it, when he issued the summons to involve millions of people "in independent participation" in the resolution of the tasks confronting the country.

As we know, life requires raising, more and more persistently, our ideological, propaganda, and indoctrinational activity to the level of those tasks which are engendered in the process of the improvement of socialism. And that requirement, as you understand, is not an abstract one. It is dictated by the measure of our attention to people, to their affairs, interests, and needs. That requirement influences the tasks that were posed in the speech by General Secretary of the CPSU Central Committee, Yuriy Vladimirovich Andropov, in the report by Central Committee Politburo member, CPSU Central Committee secretary Konstantin Ustinovich Chernenko, and in the resolutions of the Central Committee Plenum and the session of the USSR Supreme Soviet.

And whereas, at the Plenum, the factor that was isolated as an important area in the activities involving communist indoctrination and increasing the participation rate and initiative of the masses was the party's course aimed at the further extension of socialist democracy, the session of the Supreme Soviet adopted resolutions which, to a certain degree, are the materialization of that course -- they enrich the content of democracy and multiply the existing forms of the sovereignty of the people.

It is precisely from this point of view that one should evaluate also, I feel, the first Law Governing Labor Collectives in the history of our state, the law concerning the increasing of their role in the administration of enterprises, institutions, and organizations. It was adopted by a session of the Supreme Soviet on the recommendation of the USSR Council of Ministers and the AUCCTU. This document was called an act of great political importance at the June Plenum of the Central Committee by Yuriy Vladimirovich Andropov. And it was also he, I might recall, who commented that the topic of the further development of the democratic principles in the administration of production must occupy a significant place in our wording of the party's Program.

You may ask why the Law Governing Labor Collectives causes such associations and is qualified in such a way. I will reply that it is because this document, we feel, contains the direct and brilliant embodiment of Lenin's ideas concerning the broader and broader affirmation of collectivism in our social practice and the concrete interpretation of the Constitution's statute concerning the role and place of labor collectives in the political system of our society.

I would like simultaneously to emphasize the successiveness of the work that preceded the adoption of the Law. Everything that is now contained in it was engendered by the practical life of the masses themselves and has withstood the test of time. And I can say that that law which is born in the workers' environment, whether it is at first intuitive or spontaneous, has unprecedentedly solid roots and prospects. It is typical that more than 110 million persons participated in the discussion of the draft version of the new Law. That means that they had a self-interest in it, and that that law was necessary.

Prior to the Plenum and the session, I happened to visit a number of labor collectives. In particular, I visited the oil workers and miners in Komi ASSR and in the Kaluzhskiy Turbinnyy Zavod Production Association, the experience of which has been described so much and in such detail in LITERATURNAYA GAZETA. What did the workers and the specialists talk about? "We have been awaiting this document for a long time. It's what we need."

In Kaluga in the turbine plant, in the basic production shops, more than 90 percent of the workers work in brigades. And how they work! Their brigades have become true schools for shock-labor methods and collective indoctrination...

I chatted with many workers, with brigade leaders Chernov, Anan'yev, and Lebedev, with shop chief Grigorzevskiy. . . . At the plant the brigade forms of the organization of labor have been improving continuously for more than 20 years. The plant council of brigade leaders and the brigade councils have received broad powers. Essentially speaking, not a single serious question is resolved without them. This kind of public agency has a weighty voice! And it exerts its influence both upon production affairs and upon the moral climate in the collective. And how could it be otherwise?

The experience of the people of Kaluga, without a doubt, emphasizes a general tendency: with the development of Soviet society there is also a constant improvement of socialist democracy. This is an axiom of socialism. And so, what are the good aspects of the Law Governing Labor Collectives? Obviously, one aspect is that it reinforces the legal basis of the workers' participation

in the administration of production and creates what we consider to be better conditions for their carrying out of their rights as owners.

[Question] But could you tell us more concretely. . . What stands behinds this Law? What are the real powers that it gives to the labor collectives and, incidentally, to the trade-unions also?

[Answer] One of the most fundamental factors is the new rights given to the labor collectives in the area of economic and social planning. At the present time the plans are handed over for the approval of state agencies only -- once again I emphasize, only -- after consideration of them by the labor collective. There has been a noticeable increase -- and this also is an important aspect -- in the powers in the organizing of the socialist competition, in the distribution and use of the economic incentive funds, in improving the working and work-safety conditions, in the resolution of social and everyday living questions. . . Nor can one forget the extent to which the opportunities of the collective in the brigade in the administration of production are broadening.

The new legislative act, by its authority -- and one should not be surprised by this word -- elevates the work being carried out by the trade union with the participation of the administration and under the guidance of the party agencies -- the work of developing creative spontaneity. The rights of the workers and the labor collectives in the resolution of state and social affairs, in the planning of production and the social development, are implemented in practice with the aid of general meetings, the permanent production conferences, collective contracts, various trade-union commissions. . . These forms of production democracy are managed, as is well known, by the trade unions. It is precisely those trade unions that bear the responsibility for their effective work.

I would also note something else: the adopted Law creates more favorable conditions for direct democracy, that is, for the personal participation of the workers in the resolution of production, social and everyday, and state affairs. And thus, properly speaking, better conditions are guaranteed for the fulfillment by the Soviet trade unions of their chief historic mission -- the mission of being a Leninist school of administration, of management, a school of communism. Through their Soviets and committees, through their 753,000 primary organizations and 3 million trade-union groups, they can reach, without exaggeration, each and every person.

The new Law, I feel, well illustrates the increase in the role played by the trade unions, legislatively consolidating for them a number of duties in implementing the rights and powers of the labor collectives. They include: the convoking, jointly with the administration, of the general meetings of the collective, and supervision of the execution of their decisions; the carrying out of definite powers of the labor collective during the period between meetings. . . Also, the peculiarities of the application of the Law are established with the participation of the trade unions in the person of the AUCCTU, and this also attests, you will agree, to the increase in their role.

[Question] So far as I understand it, it is not that a certain number of duties are added to the trade-union organizations. There has been a significant

increase in the responsibility for the quality of the decisions being made. The activists are required to have much more knowledge in order to be able to conduct the affairs of their collective. . .

[Answer] . . . And first of all the Law confronts us with the need to improve the work style of the primary trade-union organizations and of all the trade-union agencies. What can one say here? We might recall what our newspapers were writing about this during the days when the draft version of the Law was being discussed, and what were the principal things mentioned in the letters to us in the AUCCTU.

What is indisputably essential is the desire itself of the writers to refine the organizing functions of the trade unions. It is essential because the Law has firmly established for the trade-union organizations, say, such an important right as the bringing up at the meetings of the most vital problems of the workers' labor, everyday living conditions, and recreation.

In addition, people write to us about the need to increase the organizing role of the trade-union when developing the plans for the social and economic development of the collectives, when forming the counter plans, and the need to increase the responsibility for the drawing up and execution of the collective contracts, for the use of the material incentive funds, for the fulfillment of the decisions of the general meetings. . . This is what is mentioned in the letters written by Comrade Komyakov from Tula, the employees of Chernigov, Comrade Vorob'yev in Moscow Oblast. . . But there is no sense in enumerating them.

I must say that it was chiefly these questions that were considered at the plenum of the AUCCTU. Without anticipating the results of the discussion which will be extended at the plenum, I would like to note the following. The trade-union organizations continue to have at their disposal, in all completeness, the rights and powers that are stipulated by the Rules. But the new Law, as one can easily be convinced, promotes the expansion of the trade-union democracy and only facilitates the carrying out by the trade unions of their fundamental functions -- production, protective, indoctrinational.

[Question] Stepan Alekseyevich, you say that the Law "promotes the expansion of trade-union democracy." What do you have in mind by that?

[Answer] Obviously, additional explanations are actually needed here. Although the answer in any case remains the same: there is no contradiction, and there cannot be any contradiction, when we are speaking about the increase in the trade-union democracy, linking this with the new Law.

Whereas previously, for example, the discussion of the draft version of the plan for economic and social development took place at a session of the trade-union committee or the PDPS [permanent production conference], now it is at a meeting of the labor collective. It is the same with the discussion of many other questions: for example, with the distribution of housing. . .

The advantages here can be seen by the unaided eye. First of all, the opportunity to participate in the discussion is given not to ten or 15 elected

members of the trade-union committee, which used to be the case (albeit they were the most trusted and most competent persons), but rather, practically speaking, to all the members of the trade union, and it is they who constitute the absolute majority of the labor collective. Isn't this an increase in the trade-union democracy? Secondly, the greater the publicity and the more people who participate in the discussion of a question, the smaller the number of errors and the greater the guarantee of the optimal decisions. Thirdly, the more aware attitude that the collective, the administration, and the public organizations take toward the fulfillment of what has been planned, the better the supervision is. There is a corresponding increase, I would like to note, also in the responsibility for the results of the work of the enterprise, for the observance of the rights and duties of every worker in the collective.

In a word, the trade unions were self-interested in the preparation of this Law, which would help the participation of the workers in the administration of production. In my profound conviction, we have all the grounds not only for welcoming the new document, but also for working successfully to implement it. I was once again able to be convinced of this when I participated in a meeting of the trade-union activists at the Kalinin Printing Combine, where the results of the Plenum of the CPSU Central Committee and the session of the USSR Supreme Soviet were being discussed.

[Question] In the draft version of the Law, when it was being discussed, many people criticized that section of it which mentioned the forms of realization of the powers of the labor collective. First of all, that section was criticized for its insufficient concreteness. To what extent were these comments taken into consideration in the final version of the document?

[Answer] You know there is nothing surprising in the fact that that section of the draft version of the Law caused such a lively response and so many recommendations. In every law, as is generally known, a factor of no less importance than the normative statutes is the mechanism for their realization. And therefore it is natural that the articles in the Law which mention the procedure for the carrying out of the powers of the labor collective, as a result of the discussion by the entire nation, underwent rather considerable changes. They were taken into consideration and were rendered in concrete form.

What is in my view an important statute was introduced into Article 20 -- the statute governing the convoking of meetings and conferences of labor collectives. This right has been granted jointly to the trade-union committees and the administration. There has appeared in Article 21 the requirement to make the decisions of the general meetings and conferences known to all the members of the collective. Article 19 has been supplemented by an entry to the effect that the administration and the trade-union committee provide regular information to the labor collective about their activities in carrying out its powers during the period between general meetings.

The final wording also contains other refinements and additions which undoubtedly will help the better understanding of Section 3 of the Law, which you mentioned, and, consequently, the better carrying out of the powers granted to the collectives.

[Question] But, nevertheless, what is the real control mechanism, when we are dealing with the powers granted?

[Answer] The mechanism of realizing the normative statutes must be, speaking figuratively, started up by someone. And the Law Governing Labor Collectives stipulates this procedure. Among other organizations, the participants in it include the trade unions.

What is required of us? The trade-union committees must, undoubtedly, show more initiative in the posing of the most vitally important questions of labor, everyday life, and recreation for the workers, and must conduct their discussion at meetings and conferences with the maximum consideration of the opinions, recommendations, and interests of the members of the collective.

Previously, when conducting meetings, we used to attempt to observe more completely all these conditions, but at the present time, when the requirements have been intensified and the powers have increased, it is necessary to have a different quality of work, a different level of organization.

There will be, for example, a meeting with a discussion of the production plan for the next calendar period. The conducting of that meeting, of course, requires special preparation on the part of the administration and the party and trade-union committees. There is a minimum that one cannot do without. I do not know whether it is worthwhile to repeat. . . Well, for example. . . It is necessary to provide the collective with the necessary information. It is necessary to involve the specialists, the members of the PDPS, and the creative, spontaneous organizations in the analysis of the situation. It is necessary to work out, with their aid, well substantiated recommendations, well argued decisions which (and now this is in conformity with Article 21 of the Law!), after they are adopted, will be mandatory for absolutely all the members of the collective, including the administration.

And what else? . . It is necessary to conduct the meeting, obviously, in such a way that its participants discuss in a knowledgeable manner, in a completely competent way, the problems that have been posed. . .

The Law forces a person to take a critical view also of many aspects of the life within the trade unions in our organizations. Attitudes that are inadmissible are a bureaucratic approach, red-tape methods, and a callous attitude toward the workers' recommendations and requests. At the same time it is necessary to have a businesslike and well-principled attitude, sensitivity, and responsiveness. We see our task in assuring that, through the trade-union organization, every worker can, at any moment, enjoy his right to participate in the administration of production.

[Question] Economy and labor, policy and ideology. . . These concepts are so interrelated that, practically speaking, it is impossible to separate them when we are speaking of participation in administration. One can boldly state: socially useful labor educates a person, but education helps labor. What, in your opinion, must be done to assure that the trade-union organizations show a more consistent concern for the ideological support of the socialist competition and other forms of socially vital activity?

[Answer] We all know the Leninist principles of the organization of the competition: publicity, comparability of results, the possibility of repeating the better experience. It would seem that if you follow those principles, your success is guaranteed. In the real-life situation, however, the administration and the trade-union committees frequently violate those principles. They forget about publicity. They do not make the proper use of the achievements of the advanced people. In addition they frequently fail to take into consideration the variety of conditions that are engendered by life. The best guides here are the creative approach of the competition organizers and the practical experience of its participants. This experience is born every day, every hour. It is not by accident that the socialist competition is called the living creativity of the masses.

But the point of departure in the organizing of a labor competition is people's conviction. In order for a person to participate actively and consciously in a competition, he must be convinced of its necessity. He must share its goals and tasks. And it is necessary for us to learn how to support people's interest in the competition, to support -- if you will -- the good labor fervor of the rival friends. That is the work which, in my opinion, pertains to ideological support.

The socialist competition at the present-day stage has its own new tasks and problems. How, for example, does one coordinate more closely the national-economic plans and the initiative of the masses, and counter planning? What kind of labor contest should exist under the conditions of the brigade form of the organization of labor? How does one improve, with the aid of psychological and material incentives, the final results of production, the strict observance of the shipments of output according to the contracts and production orders. . .

Sometimes a few people take a skeptical attitude to the socialist competition for the reason that, in their opinion, it does not always give a considerable increase to the plan. I absolutely disagree with this approach. Under conditions of the planned economy, when all the resources are being accounted for and the degree of the substantiation of the plans rises steadily, it cannot and must not be otherwise. The state and counter plan is the basis for the organizing of the socialist competition. In the final analysis the purpose of the competitors is the struggle for the fulfillment and overfulfillment of the plans, and we mean specifically the strenuous plans, which take into consideration (including on the recommendation of the collectives) the existing reserves. If a brigade of miners, instead of producing one million tons of coal according to the plan, produces an additional 20,000 tons on the basis of their pledges, a knowledgeable person will not be surprised by the smallness of the second figure in comparison with the first, but instead will say, "Now those are fine workers!" The chief thing is not so much the amount of increase, as it is that an unusually high planning goal has been achieved. And how important it is for us to get more of these millionaire brigades as a result of the competition!

At the present time the emphasis in the competition, I would like to state, is being shifted more and more in the direction of the qualitative indicators. How does one understand this? This means the production of the planned volumes of output, but output of better quality, by a smaller number of workers, with a

saving of the material and energy resources. In other words, what becomes the determining factor is the achievement of the assigned result with the least expenditures. In the recently adopted decree of the CPSU Central Committee, "The Work of the Central Committee of the Trade Union of Workers in Heavy Machine-Building," the attention is directed specifically at those factors which are very essential for the organizers of the competition.

[Question] The affairs of any collective depend directly upon the "spontaneous" opportunities of each member of that collective. Are the trade-union managers, and, together with them, the administration always sufficiently aware of this? Because one frequently observes the reverse side of the medal: under the cover of collectivism, there is an indiscriminate struggle being waged for mass participation, for all-encompassing action, for "initiative." And in such instances, naturally, quantity does not make the changeover into quality.

[Answer] You are right in your question. But let's consider once again the materials of the June Plenum of the CPSU Central Committee. The party sees the prospects of the Soviet state system in its gradual development into public self-administration. "And this will occur, as we feel," Yuriy Vladimirovich Andropov emphasized, "by means of the further development of the national state, the broader involvement of the masses in the administration of the affairs of society."

Keep in mind that when it is a matter of the involvement of the workers in the administration of production, factors which are equally important are the mass nature and the level of participation of each member of the collective, that is, both quantity and quality. But at the same time, obviously, it is necessary to make sure that, behind the large figures characterizing the "encompassment," the real person is not lost.

At the present time the brigade form of the organization of labor is receiving broader and broader development in our country, and there has been a corresponding growth in the scope of the competition among the primary production collectives. But we workers in the AUCCTU frequently encounter a situation in which our trade-union organizations and the administrators at the enterprises, if one can express it this way, "simplify" the labor contest: they organize the competition between brigades, but they sometimes forget completely about the competition within those collectives, competition among the workers.

In order to be better oriented in this regard, the trade-union organizations and the AUCCTU Presidium considered and recommended for use the experience of the Borisovskiy Plant for Motor-Vehicle and Tractor Electrical Equipment imeni 60-letiya Velikogo Oktyabrya. The trade-union committee and the economic managers of the enterprise skillfully combine the competition between brigades with the individual competition among the workers. And this, in everyone's opinion, to no small degree predetermines the high production indicators. . . Unfortunately, the valuable experience has not yet become the property of the majority of the enterprises in Minavtoprom and the other branches.

Here's another example. If one takes all the forms of the workers' involvement in the administration of production, the number of its participants will more than twice. . . exceed the number of those employed in the national economy. Does this mass nature mean that the problem has been resolved? Definitely not,

because, in addition to the activists, each of whom has several assignments (and this, we might note, is not always to the benefit of the job at hand and is burdensome for a person), we also have a more considerable group of "passive individuals."

In both instances the reason is the same: we do not always know in our work how to get to each concrete individual.

The participation of the majority, and, in the ideal situation, of every worker in the administration of production constitutes our principal target and we must fight persistently to achieve it.

The trade unions see their task in not only involving people in the administration of production, but also in teaching them that art. Their task is to raise the level of special and economic knowledge, to imbue the practical skills needed to participate in the administration of production and in public work. Finally, and probably the most important, it is to indoctrinate in each individual a sense of being the master of production. Very precise thoughts in this regard were expressed by Yuriy Vladimirovich Andropov in the magazine KOMMUNIST: "Receiving the right to be the master and becoming a master -- a true, wise, thrifty one -- are far from being one and the same thing." It is necessary for every worker, kolkhoz member, and employee to assimilate completely, to be completely aware of his coparticipation in the development of social wealth, and to assimilate it economically, politically, and psychologically, and to develop a collectivistic awareness and behavior. Relying upon the new Law Governing Labor Collectives, the trade unions will be able now, I think, to work better in this direction.

[Question] It is becoming more and more obvious, when we speak about the socialist way of life, about the participation of the masses in the administration of production, and about collectivism, that it is necessary to devote the primary attention also to a respectful attitude to "labor in general," because labor is not only a material condition for our life, but also its social condition.

[Answer] The right to work, a right that has been proclaimed and supported by socialism, is our greatest gain. For more than a half-century not a single Soviet citizen employed in the national economy has known what unemployment is, or has felt a sense of being unneeded or of doom upon losing a job. Conviction about what tomorrow will bring is, in the awareness of each of us, a completely obvious fact.

But let's look at the matter from a different angle. Do we always take a careful, properly respectful attitude to labor, to this invaluable wealth? And I by no means have in mind only those vicious violators of labor regulations. If the majority of even the people who are conscientious in the usual sense naggingly ask themselves, "Do I always make sufficiently efficient use of the work time?", the frank answer will be, "No, far from always." Everyone knows that from his own experience.

And so it is here that one sees rising to its full height the task of indoctrination, self-indoctrination, and -- although this might sound somewhat unusual

-- mutual indoctrination. The purpose is to cultivate love of labor, respect for the working minute, the cost of which is growing so rapidly, to develop a solid moral foundation in everyone. This work takes its beginning in the family and the school, continues in the PTU (occupational-trade school) or institution of higher learning, and is carried out continuously in the labor collective. And I say continuously because the situation threatens us with loss of the positions that we have won.

Respect for labor must be imbued by our entire way of life, the proper order in production, the personal example of the manager, and the work of the public organizations, because labor indoctrinates only when it is properly organized. A foreman or sector chief who has been able to organize the rhythmical work of his subordinates does, from the point of view of their indoctrination, a hundred times more than the one who speaks eloquently but allows work stoppages or hurry-up tactics at the end of a reporting period.

[Question] The struggle against various antisocial phenomena, which was mentioned at the Central Committee Plenum -- against the psychology of individualism, of consumerism -- the indoctrination in Soviet citizens of the sense of social communality, democratism in relations to one another, of taking an active vital position, a sense of civic participation -- are important conditions for stabilizing the ideological-moral atmosphere in our society. It is not by accident, therefore, that one hears more and more persistently (particularly in meetings with readers, and in letters to the editor) the requirements of intensifying the effect upon those who forget about their duty to work honestly and conscientiously."

The question is frequently asked point-blank, as, for example, in this letter from Moscow: "It's no secret that in every collective there are people who are outstanding, excellent workers, but there are also loafers whom we must indoctrinate. But for how long? What does LITERATURNAYA GAZETA think about this? What is being undertaken in this regard at the higher administrative levels?"

[Answer] The answer to this question, and to many similar ones that are also being sent to the AUCCTU, might be just as frank, just as "point-blank."

Most of our workers are people who are working honestly and conscientiously. There cannot be two opinions about this. And it specifically for this reason that our country has received such a development, has become a great power in the world. And it is also precisely for that reason that such a positive response has been evoked by the steps that were undertaken by the CPSU Central Committee to increase discipline, responsibility, and organizational spirit. Something that has become a working response to the challenge of strengthening order in production is the "Let's honor labor!" movement, which provides, on the one hand, for paying incentives to workers, and, on the other hand, the elimination of any violations of labor regulations.

At the same time the state of labor discipline cannot satisfy us today. We must not close our eyes to the fact that, alongside of conscientious people, we encounter loafers, drunkards, absentees, and job drifters. And this is correctly mentioned in letters. With the rise in the scope of the economy, any manifestations of lack of discipline develop into major losses.

Individual economic managers and trade-union workers have reconciled themselves to this situation and fail to take the proper steps, or even knowingly conceal the true picture. The AUCCTU and the state agencies -- and not just you people in the press -- receive recommendations to stiffen the demandingness in production. To hold more strictly accountable both the violators of discipline and the managers who indulge them. To hold more strictly accountable those workers and employees who are to blame for the production of defective output, especially consumer goods. The position with respect to the violators of labor discipline, to sloppy workers, the authors of the letters feel, must be unambiguous -- a struggle using all available means, an uncompromising struggle, and not a struggle against a person, but, rather, a struggle for him, a struggle to correct him in time, to help him to become a real person.

At the present time, additional steps for the reinforcement of labor discipline are being developed with a consideration of the recommendations made by workers. But even without that the labor collectives have considerable rights at their disposal. In the course of the discussion, the appropriate statutes of the adopted Law were supplemented. There is a need to increase the amount of work in reinforcing discipline by the trade unions also -- to make better use of all their opportunities, the force of public opinion, and measures of psychological and material influence, and the Rules of the USSR Trade Unions. It is necessary to intensify, without a doubt, also the individual work with people, to reach every member of the trade union, to increase the responsibility of the foremen, brigade leaders, and trade-union group organizers. Something which, in our opinion, deserves all kinds of support is the initiative of the collectives which have extended the movement "The trade-union group should not have a single violator of discipline or public order!"

At the June Plenum it was noted that the consolidation of socialist awareness occurs in the stubborn fight against backslidings of petty bourgeois psychology. Ways of combatting them were pointed out: the consistent reliance upon the active participation of the masses, upon the irreversible strength of the law, the carrying out of purposeful work to establish the intelligent needs and interests of the individual. We might note that the thing that is put in the first place is the influence of the masses. And the logic of this is understandable: all our indoctrinational efforts, and those of the trade unions as well, are realized in the final analysis in the labor collective.

[Question] In the letter that you quoted, I recall, the author also asked what LITERATURNAYA GAZETA thinks about this. What he probably had in mind was not only the newspaper itself, but also, one must assume, the writers whom it presents. And, so, Stepan Alekseyevich, what would you ask of specifically those writers in carrying out our common job of fulfilling that which was planned by the CPSU Central Committee Plenum and the session of the USSR Supreme Soviet?

[Answer] Speaking at the Plenum of the Central Committee, Yuriy Vladimirovich Andropov noted very accurately that, as the cultural level of the nation rises, there is an intensification of the effect of art upon the minds of people. And thus there is also an increase in the opportunities for the active involvement of art in social life.

The AUCCTU and Soviet trade unions have been cooperating for a long time and fruitfully with our writers and journalists. For many years, in particular, there have been contests for the best work of artistic prose about our contemporary. It seems to me that the artists of the word still have rich unused opportunities for portraying the heroes of today, those model workers who, by their recognizability, could serve as brilliant example that issue the challenge to perform big jobs, who would aid in the moral improvement of the individual. . .

Take, for example, twice Hero of Socialist Labor Ivan Strel'chenko, the well-known Donbass miner and his student, also a leader of a brigade of coal miners, Hero of Socialist Labor, AUCCTU member Anataliy Polishchuk. These fellows are very modest in their life, but they are giants on the job! And what a tremendous influence their example exerts on others! I observed that myself when I visited them in the mine.

And much that is curious and instructive could also be said about railroad worker Dmitriy Matveyenko, the honored inventor in Moldavian SSR, about Rostov combine-operator Nina Pereverzeva, about the leader of a brigade of construction workers in Moscow, Vladimir Zatvornitskiy. . . Each of them is a hero of our socialist time, and there are thousands of such people working alongside them. All of them, by their life, by their deeds, are capable of inspiring and attracting, I am convinced, any journalist or writer.

Incidentally, there are also other, no less important topics. They include those which are linked with production democracy, with the development and consolidation of the collectivistic principles in our life. We hope to read more essays and books about the multifaceted work of the trade-union and other social organizations.

One thing is indisputable: the closer literature is to a person, to our common deeds and concerns, the more successfully it will fulfill its social role. A person is elevated by labor. The human soul is warmed, is opened up promptly to receive the good and the light, by an aptly said word. A word that helps a person to work and life, to fight and to win.

5075

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LABOR

UKRAINIAN LABOR OFFICIAL STRESSES EFFICIENCY

Kiev PRAVDA UKRAINY in Russian 16 Apr 83 p 2

[Article by N. Panteleyev, chairman of the Ukrainian SSR State Committee for Labor: "The Chief Goal--Efficiency"]

[Text] The productivity of social labor is one of the decisive conditions for the further development of production and for improving the people's well-being. And one of the chief tasks of the present day is to substantially speed up productivity growth rates in all of the branches of the economy, and to ensure a more efficient use of the working time of every worker. This is all the more essential, since as Yu. V. Andropov said in his speech at the 22 November 1982 Plenum of the CPSU Central Committee, such a very important indicator of the economy is "growing at rates which cannot satisfy us." The measures which have been mapped out and are being carried out within the framework of the republic overall special-purpose program "Labor" are in the final analysis oriented toward increasing labor productivity. Most of these measures are being successfully carried out. This is witnessed, in particular, by the improvement of working conditions for hundreds of thousands of workers, especially women, the universal introduction of advanced work methods, an expansion of multi-machine tool and multi-unit tending, an improvement of management, the enlistment of housewives and pensioners in the sphere of production, and so forth. Nevertheless, there is still a certain manpower shortage in the republic which can be eliminated by substantially increasing labor productivity. The reserves for this exist. Of what do they consist? First of all:

The Potential of Technology

A rise in the level of technology has been and continues to be the chief element in achieving a high efficiency for production in labor. A preliminary analysis shows that the fulfillment of the measures provided for by the program on the installation of the slow and automatic lines, the overall mechanization and automation of shops, sectors, and productions, and the introduction of new

technology, especially for local mechanization, would make it possible in just two years to economize the labor of 1,290,000 workers.

However, the powerful lever of scientific and technological progress is still not being used effectively enough. The rates at which manual labor is being decreased in the branches of the economy clearly lag behind our needs. This concerns, first of all, the enterprises of such republic ministries as the Ministry of Construction Materials, Ministry of Light Industry, and Ministry of Heavy Construction.

Measures to mechanize labor in auxiliary production are being introduced very slowly. In industry, for example, more than one-half of the total number of workers are employed there, but the mechanization level for their labor is 1.5-2 times lower than in basic production. Almost one-half of the people employed in loading and unloading perform their work manually. At the same time, the hoisting and transportation and warehouse equipment at many enterprises is used unsatisfactorily. In addition, more than 24,000 units of hoisting and transportation equipment has piled up at warehouses. Some of them have been "in storage" since 1976.

Despite the high effectiveness of expenditures for the mechanization of loading and unloading operations, negligible funds are allocated for this, measures are frequently made up in a formal manner, and at every third sampled industrial enterprise they are not planned at all.

The Organization of Labor

The realization of the program's measures on introducing advanced methods of labor, especially the team forms of organizing it, are also of great importance. The Svetlovodsk Fine Metals Plant can serve as a graphic example. The planned equipment capacities were carefully established here, time studies for manual operations were performed, production itineraries were worked out, occupational doubling-up variants were examined, and then a determination was made of the planned composition of the teams and of the form of payment and material stimulation. As a result, most of the workers in this enterprise are now working in teams with payment for final results. This has created the conditions for an expansion of pending zones. In 1982 alone the labor intensiveness of output production decreased by more than 20 percent, and labor productivity increased by 15 percent in all of the teams.

As is shown by practice, the efficiency of such teams increases greatly when they are led by advanced, experienced, and authoritative workers who know how to place people, organize their labor, and regulate the relationships of the members of the collective during the process of production. It is appropriate here to cite the example of the team leader in the mine imeni Bazhanov of the "Makeyevugol'" Association, the Hero of Socialist Labor A. I. Belikov. In a brief time in the lagging collective which was led by the prominent worker the organization of labor improved, discipline became stronger, and the number of accidents with machinery mechanisms decreased. As a result, the team doubled its coal production, bringing its daily work load to 1,200 tons.

Around one-third of the workers in industry and construction are working today in teams with payment for final results. The kolkhozes and sovkhoses have more than 2,000 mechanized teams, links, and detachments with job-plus bonus pay and with advances until settlements are made for the grown crop. Nevertheless, on account of a low level of demands in a number of ministries and departments (first of all, the Ministry of Construction Materials, the Ministry of the Coal Industry, and the Ministry of Communications) this assignment of the "labor" program was unfulfilled.

The statistics show that only slightly more than 70 percent of the teams which have been created work on a single order. Wages are paid on the basis of final results in every second team, while payment involving the use of the labor participation coefficient covers less than 40 percent of those working in them.

One of the basic reasons for the shortcomings in the creation of the new type teams, in our view, is the fact that an improvement of the organization of production and labor and of engineering support, the reorganization of the work of the economic and technical services, and an improvement of day-to-day production planning are frequently dealt with without an overall, systems approach. For this reason this kind of "coverage" is not accompanied, and cannot be accompanied by an increased efficiency in the labor of people.

A realization of the advantages of the team form of the organization and stimulation of labor is also being held back to a large extent by the fact that at practically every second enterprise no economic analysis is performed of their work. This does not permit the timely discovery of the reasons for the low yield of the teams.

Norm Setting

The 2-year assignment on improving norm setting which was stipulated by the republic's "labor" program has, on the whole, been fulfilled. There has been an increase in the proportion of workers who work in accordance with technically substantiated norms, and a review of norms has made it possible to conventionally free more than 100,000 people.

At the same time, labor norm setting at many enterprises and organizations does not fully accord with the attained level of the organization of production and labor and of equipment and technology. In a number of ministries and departments the assignments and measures mapped out in the "labor" program were not reinforced by the necessary organizational and practical work. Whereas in the republic's industry as a whole 84.3 percent of the piece-workers work according to inter-branch and branch normatives, at the enterprises of the Ministry of Local Industry only 41.4 percent do.

A belated review of the norms after the introduction of new equipment and technology leads to a weakening of their intensity and to an unjustifiably high overfulfillment. As a consequence, at many enterprises and some ministries as a whole this overfulfillment of norms has even begun to outstrip the growth

of labor productivity. For example, at the enterprises of the Ukrainian SSR Ministry of Rural Construction the overfulfillment of output norms during the last two years increased by 4.1 percent, while labor productivity increased by only 1.7 percent.

The introduction of progressive norms and a punctual review of those in effect, especially on the initiative of the workers, is frequently held back because of the insufficient use for this purpose of material stimuli. At a number of enterprises the amounts of bonuses have not been made directly dependent upon the norms in use.

Understated norms and a substantial overfulfillment of them leads to an unsubstantiated growth of wages, to the overexpenditure of the wage fund, and to a violation of the inter-branch relationships in payment for labor which are set in the rate system. Thus, at the Odessa City Electric Transport Repair Plant of the Ukrainian SSR Ministry of Municipal Housing, on the basis of a fulfillment of 200-220 percent of the experimental statistical norms, the wages of a worker in May 1982 came to 308 rubles, which exceeds the wages of those who, for example, are employed in metallurgical production. In this plant's machinery preparation shop the wages of workers came to 17 rubles 28 kopecks, which is also higher than the wages at a number of mines in the Donbass. All of this is the result of a lack of control and of violations by the leadership.

Such discrepancies in payment artificially stimulate a movement by workers to small and medium-sized enterprises from large ones where the technical and organizational level of production and, correspondingly, the intensity of labor is much higher.

In this connection, the ministries and departments have to take a more resolute approach to raising the level of norm setting for labor at their subordinate enterprises, especially for workers employed in equipment repairs, and transportation, warehouse, and other operations. It is necessary to review the existing norms more carefully and to replace them with more progressive ones, and to see to it that collective contracts involve the adoption of mutual commitments by the administration and by workers and employees which ensure an economy of labor expenditures for the fulfillment of the planned assignments on increasing labor productivity.

And Discipline

There are large reserves for economizing labor in a further strengthening of labor discipline and a decrease in losses of working time and in labor turnover. As a result of measures adopted by the party and government the discipline situation has markedly improved at many enterprises and organizations; but this still far from fully accords with the demands of the November (1982) Plenum of the CPSU Central Committee.

There are still large losses on account of absenteeism, especially in construction. However, many leaders, as is shown by the materials of checks, not only do

not bring the absentees and other violators of discipline to accountability, but frequently conceal absenteeism under the guise of leave time with the permission of the administration, or of illness. Frequently violators of labor discipline are paid bonuses and other rewards. Sometimes they are even awarded the titles of advanced production workers. Thus, the workers Chabanyuk, Brunze, and Truzinova of the Bakhchisaray Cotton Spinning Factory were paid their full bonuses for months in which they were absent. At the Odessa Agricultural Machine Building Plant the repair and construction shop was awarded the title of Collective of Communist Labor while every worker in it had five days of absenteeism.

Quite a few proposals are being received today by the State Committee for Labor and the Ukrainian Council of Trade Unions from workers wishing to bring some order to this important matter. In particular, it has been proposed that violators of labor and production discipline and "rolling stones," those who are inclined to take as much as possible from the state and give it as little as possible, be hired only through the office of job placement for the population. This will make it possible to place them under more rigid conditions in choosing a place of work and wages.

One of the most important preconditions for strengthening labor discipline is the creation of the necessary conditions for highly productive labor. Poor production organization, interruptions in material and technical supplies for work places, and shock work are the nourishing grounds for all kinds of violations.

Of course, the questions which have been touched upon here are complex and require an overall approach. This kind of approach is being fully provided for by the republic special-purpose "labor" program.

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LABOR

SOVIET FINANCE MINISTRIES EXPAND TRAINING PROGRAMS

Moscow FINANSY SSSR in Russian No 5, May 83 pp 45-49

[Article by T. I. Kravchuk and M. V. Snyatkov: "Work With Cadres of the Control and Auditing Apparatus Must Be Up To the Current Demands"]

[Text] The decisions of the 26th Party Congress and of the subsequent plenums of the CPSU Central Committee devote a large amount of attention to improving the management of the economy. An improvement of performance control and verification for decisions occupies an important place in the complex of measures to improve the management of the entire economic mechanism. "The art of leadership," it is stated in the Decree of the CPSU Central Committee, "On a Further Improvement of Performance Control and Verification in the Light of the Decisions of the 26th CPSU Congress," "consists not in engendering and squandering directive instructions whenever possible. When a decision has been made, it is necessary to see that it is impeccably carried out within the established time." "This should be helped by a strengthening of control," it is stated in the Accountability Report to the 26th CPSU Congress, "and this control has to be carried out systematically and efficiently."

In the system of the country's control agencies a very important place is assigned to the financial agencies, particularly the control and auditing apparatus of the ministries of finance of the USSR and union republics. The Communist Party and Soviet government show constant concern for improving control, and for strengthening and educating the apparatus of our control agencies in a spirit of high ideological awareness, principledness, honesty, and intolerance of shortcomings. The General Secretary of the CPSU Central Committee Comrade Yu. V. Andropov noted at the November (1982) Plenum of the CPSU Central Committee that among the factors which ensure success " . . . it is necessary to correctly place cadres so that people who are politically mature, competent, marked by initiative, and in possession of organizational abilities and a feeling for the new will be at the decisive sectors. . . ."

It is emphasized in the party documents that a strengthening of control is an inseparable part of improving the management of the economy. The November (1982) Plenum of the CPSU Central Committee demanded: "Ensure strict control over the execution of decisions."

The growing dimensions of production and the increasing complexity of economic relations are giving rise to increased demands upon the training of the control and auditing apparatus, especially with regard to economics, finance, and the law.

The comparison of actual work results with the demands contained in decisions which have been made, and the discovery of deviations, of the reasons for them, and of those responsible for negative facts, including in the sphere of the financial and economic activities of enterprises, organizations, and institutions is most fully achieved by those controller-auditors who have a high level of theoretical training, and practical and life experience, and who know how to objectively analyze a situation on the basis of various kinds of documents and materials.

In recent years the USSR Ministry of Finance, the ministries of finance of the union and autonomous republics, and local financial agencies have carried out a number of measures aimed at strengthening the control and auditing apparatus with trained specialists who have experience in economic and control work.

Whereas at the beginning of the 10th Five-Year Plan within these cadres 93.3 percent were specialists, including 45.1 percent with a higher education, as of 1 October 1982 the corresponding figures were 97.2 and around 60 percent. The proportion of communists in the controller-auditor group is 29.8 percent. In the financial agencies of the Azerbaijan, Kirghiz, Tajik, and Armenian SSRs, and in a number of ASSRs, and krais and oblasts of the RSFSR the control and auditing apparatus is completely staffed with specialists. A large amount of work to strengthen this apparatus has also been conducted in the financial agencies of the Ukrainian, Belorussian, Uzbek, Kazakh, Latvian, and Turkmen SSRs. From 98.6 to 99.5 percent of the controller-auditors are specialists here.

Correspondence studies is an important factor in strengthening the control and auditing apparatus and improving its qualitative composition. At the present time 519 people are studying in correspondence VUZes, and 580 in economic tekhnikums.

The tendency of recent years toward a decrease in labor turnover among controller-auditors and toward the creation of stable labor collectives has been having an important influence on increasing the results of the work of the apparatus and improving qualitative indicators. As of 1 January 1982 labor turnover in the control and auditing apparatus in the Union came to 8.3 percent, while in the Azerbaijan, Tajik, Moldavian, Armenian, and Lithuanian SSRs it was from 2 to 5 percent.

Eighty percent of the people working in the Central Apparatus of the Control and Auditing Administration of the RSFSR Ministry of Finance have a seniority of five and more years, with 72 percent of them with a seniority of more than ten years. In the financial agencies of the Ukrainian SSR 70 percent of the controller-auditors have a seniority of more than five years, including more

than 50 percent with over ten years, and in the Lithuanian SSR the corresponding figures are 69 and 46 percent.

In every union republic it is possible to find collectives of controller-auditors for ASSRs, krays, and oblasts which are basically made up of people with 10, 15, and 20 and more years of practical auditing work experience. Good comments have been received about the apparatuses of the chief controller-auditors for Ivanovo and Moscow Oblasts of the RSFSR, Donetsk and Ivanovo-Frankovsk Oblasts of the Ukrainian SSR, Vitebsk, Grodno, and Minsk Oblasts of the Belorussian SSR, and Aktyubinsk Oblast of the Kazakh SSR and a number of others. People love their work here and give it all of their energy, knowledge, and experience, and are attentive to young cadres.

The successful solution of the problems of selecting specialists and making them permanent in control and auditing work depends to a large extent upon a solicitous and sensitive attitude toward them, the creation of the necessary conditions for their work, and the satisfying of their everyday material needs, particularly housing. But this concern and attentiveness has to be combined with great exactingness toward them.

In recent years definite work has been done to improve the structure of the local apparatuses of the control and auditing administrations of the union republic ministries of finance. Divisions have been created in the apparatuses of the chief controller-auditors for ASSRs, krays, and oblasts in order to improve the organization of labor and the quality of the work of controller-auditors, for the specialization of workers, to raise the level of leadership on the rayon and city level, and to more fully realize the materials of audits. The positions of division chief have been put in the nomenclature of the union republic ministries of finance.

As a rule, the chief controller-auditors are members of the boards of the ministries of finance of autonomous republics and of kray (oblast) financial divisions. Many of them are elected deputies to the local Soviets of People's Deputies, and are the secretaries of the party bureaus of financial agencies.

Increased attention is being devoted to the organizational-instructor divisions which perform the important task of organizing the work of the controller-auditors by cities and rayons. In addition to the selection of cadres, training, systematic checks, and the providing of on-the-spot assistance, the organizational-instructor divisions also use other methods of influencing the quality and efficiency of the work of the controller-auditors, particularly mentor assistants to newly hired specialists who do not yet have sufficient experience. Rayon and city controller-auditors with a small amount of work experience are assigned to other rayons and cities to participate in audits conducted by more experienced specialists of the oblast control and auditing apparatus.

The USSR Ministry of Finance has conducted a special conference-seminar in Tallinn with the chiefs of the organizational-instructor divisions of the union republic ministries of finance. The RSFSR Ministry of Finance conducted the same kind of conference-seminar in Gor'kiy in 1981. This will make it possible

to increase the role of the divisions in improving control and auditing work, and to successfully develop mentorship.

Mentorship is not only a very important means of increasing the professional expertise of young controller-auditors, but also an effective method of ideological and political, labor, and moral education.

Mentorship has been widely developed in the system of the USSR Ministry of Finance. Among the pioneers of this patriotic movement were the communists of the apparatus of the chief controller-auditor of the Control and Auditing Administration of the RSFSR Ministry of Finance for Sverdlovsk Oblast, and also of the Ufa City Financial Division of the Bashkir ASSR, and veterans of the central apparatus of the Moldavian SSR Ministry of Finance.

Measures to regulate the wages of controller-auditors, and an increase in the per diem compensation norms, especially in rural areas, have played a definite role in making specialists permanent in auditing work. The institution of the honorary title of "Honored Republic Economist" which is also awarded to auditors was a recognition of the importance of auditing work.

Certification exercises a positive influence on raising the level of control and auditing work. In 1981-1982 65 percent of the actual controller-auditors underwent certification. In 1982 the Ukrainian SSR Ministry of Finance conducted certification for its chief controller-auditors for oblasts and for Kiev and Sevastopol'.

The vast majority of workers have demonstrated the necessary economic knowledge and skills in control and auditing work. On the basis of the certification results, 220 of the best controller-auditors were placed in the reserve for promotion to higher and leading positions. Workers who demonstrated an insufficient level of knowledge and who do not possess specific practical skills have to be recertified in a year. Only 24 people were found to be inadequate for their positions.

On the whole, the certification is aimed at increasing the political maturity and professional expertise of the workers, and feelings of responsibility by them for their work, and at the development of initiative and creative activity. It compels every worker to analyze and self-critically evaluate his work, and to pay more attention to shortcomings. The certification makes it possible to achieve a deeper acquaintance with the working conditions of the controller-auditors, and to make a better study of their composition and organizational abilities. It also helps to study and generalize the positive experience of auditing work.

In the light of the 17 June 1982 Decree No. 548 of the CPSU Central Committee, the USSR Council of Ministers, the AUCCTU, and the Komsomol Central Committee, "On a Further Improvement of the Economic Education and Development of the Workers," it is necessary to give more attention to increasing the qualifications of the control and auditing apparatus on all levels.

The retraining of workers at advanced training faculties at VUZes and courses exercises a positive influence on this. During the period from 1978 through 1982 66.3 percent of the controller-auditors were covered by these forms of training. More active use is being made of it by the ministries of finance of the RSFSR, and the Ukrainian, Belorussian, Kazakh, Latvia, and a number of other union republics. The financial agencies of the Lithuanian, Moldavian, Tajik, and Turkmen SSRs are lagging here. Only from 25.2 to 61 percent of their controller-auditors were retrained during the above period. Poor work is being done to bring the leadership of the apparatuses of the chief controller-auditors of the control and auditing administrations of the union republic ministries of finance into studies. In the Russian Federation, for example, only 15 percent of the leadership has undergone retraining, 42 percent in the Ukrainian SSR, and 49 percent in the Uzbek SSR.

The organization of special-purpose groups of students at courses and faculties produces good results. Thus, the deputy chief controller-auditors for ASSRs, krays, and oblasts and the controller-auditors who audit agricultural enterprises and organizations have undergone training based on specially prepared syllabi.

Seminars and classes for the study of normative documents are held in all of the elements of the system of the USSR Ministry of Finance. As is demanded by the 17 June 1982 Decree No. 548, schools of concrete economics and economics seminars have to become the chief forms of the economic education of cadres.

The measures to increase the qualifications of controller-auditors have to be oriented toward bringing the work of the apparatus of the control and auditing administrations closer to the tasks and practical work of the financial agencies. In the seminars, courses, and other measures priority attention is given to verifying the correctness of the composition of financial plans and budget institution estimates, the planning of expenditures for social and cultural institutions, and an analysis of the financial and economic work of enterprises and organizations.

In many of the apparatuses of the chief controller-auditors for ASSRs, krays, and oblasts competitions are conducted with trade union organizations for the title of "Best Controller-Auditor." Workers are awarded prize positions on the basis of the competition results. For example, according to the terms of the competition, three prize positions are being allotted to the apparatuses of the chief controller-auditors for Krasnodar Kray and Omsk Oblast. As an incentive, in addition to the issuance of testimonials or Honorary Certificates, those who take first and second place are awarded tourist authorizations or authorizations to rest homes at the cost of the trade union. The honorary title "Best Controller-Auditor" is awarded by a joint decree of the board of a financial agency and of the obkom of the state institution workers trade union. The good work of other controller-auditors who have not taken prize positions is also noted.

The workers of the control and auditing apparatus take active part in socialist competitions and in the movement for a communist attitude toward labor. They have made an important contribution to the fulfillment of their socialist

commitments which were adopted by financial agencies on the occasion of the 60th anniversary of the formation of the USSR.

State awards were presented to 51 workers of the control and auditing apparatus for successful audits, and for a persistent and skillful struggle to preserve socialist property during the 10th Five-Year Plan.

On the basis of orders from the ministries of finance of the union republics the best controller-auditors are given valuable gifts and monetary prizes with announcements of gratitude. By order of the RSFSR Ministry of Finance the Senior Controller-Auditor for the city of Velikiye Luki of Pskov Oblast M. M. Smirnova and the Controller-Auditor I. V. Ushakov were presented with a monetary prize and an announcement of gratitude for the discovery of a major abuse at the Velikiye Luki Meat Combine. The auditors made especially effective use of inventorying, particularly in the refrigerator; and of counter-checks with livestock suppliers and in trade organizations-- for the sale of finished output. In 1981-1982 30 controller-auditors were awarded in the Russian Federation with gratitude announcements and money prizes.

According to the results of the fulfillment of the 1981 plans and social commitments, in the apparatus of the chief controller-auditor for Grodno Oblast of the Control and Auditing Administration of the BSSR Ministry of Finance four controller-auditors were awarded the title of "Best in the Profession," three were awarded Honorary Certificates of the BSSR Supreme Soviet, four were awarded the Brest Insignia "Distinguished Finance Worker," and eight were awarded the title of "Shock Worker of Communist Labor." Many were awarded Honorary Certificates and monetary prizes.

The experience of control and auditing work shows that its level and quality depend entirely upon cadres, upon their maturity and professional training. In the light of this, it has to be noted that there are still definite shortcomings in the work with the cadres of the control and auditing apparatus.

The USSR Ministry of Finance places its first emphasis on the fact that there are still few specialists with a higher education among controller-auditors. As of 1 January 1982 they represented 66 percent in the Union as a whole, and a much smaller percentage in the financial agencies of the RSFSR and Latvian SSR. In some places the opinion is current that the most important thing in control and auditing work is not education, but experience. No one can deny that experience is very important, but no less important is the level of theoretical knowledge in economics, finance, bookkeeping, law, and so forth. In some cases such differences in approach to this matter do not help with the punctual staffing of vacant positions in the control and auditing apparatus of which there are still quite a few. For example, as of 1 January 1982 there were 448 of them, and as of 1 September 1982--432. The largest number of empty positions were in the financial agencies of the Georgian SSR--47, Tajik SSR--10, Turkmen SSR--10, and the RSFSR--252.

Of course, there are still difficulties in the selection of controller-auditors. These difficulties are the result above all of the specific characteristics

of the work of controller-auditors: the necessity for a high level of concentration, steadiness during the performance of audits and the realization of the materials, a large psychological work load, long stays on travel assignments, and so forth. In addition, controller-auditors have to have a very solid baggage of knowledge in the field of the concrete economics of the branches of the economy, know how to analyze the economic and financial activities of enterprises and organizations, and have a knowledge of financial and budget planning.

There are a number of places control-auditor vacancies are still filled with young specialists who have only just graduated from finance tekhnikums and who do not have the necessary skills for financial and control and auditing work, or the life experience.

As for the appointment to the position of controller-auditor of young specialists who have arrived after graduation from VUZes, there cannot be any simple answer to this question. Let us assume that a young specialist had high marks in the institute, has successfully completed his practice training, and has a desire for and a disposition toward auditing work, then given the existence of a friendly collective in which mentorship has been developed to a high point, the appointment of him to control and auditing work, in our opinion, would be proper.

There is still a high level of controller-auditor turnover in the financial agencies of a number of republics; to a certain extent this can be explained by the specific nature of auditing work (the necessity for a high level of training, moral qualities, and practical experience; the length of travel assignments, and so forth). In the RSFSR as a whole in 1981 controller-auditor turnover came to 9.9 percent, 11.9 percent in the Georgian SSR, and 8.3 percent in the Union as a whole.

Shortcomings in the selection of cadres has to be regarded as one of the reasons for turnover. We have still not rid ourselves of the practice in which people without special education and, moreover, who are not in correspondence training are hired for controller-auditor positions. In 1981 alone 33 such workers were registered in the Union as a whole. Such instances are frequently encountered in a number of financial agencies of the RSFSR (Bryansk, Gor'kiy, Novosibirsk and other oblasts), of the Uzbek SSR, and others.

A highly important duty of the control and auditing administration of the union republic ministries of finance and their local agencies is the providing of real assistance to departmental control which is a component part of the country's control agencies, a fact which is emphasized in the 2 April 1981 Decree No. 325 of the USSR Council of Ministers "On Measures to Improve Control and Auditing Work in the Ministries, Departments, and Other Administrative Agencies." The decree demands an increased effectiveness for checks and audits, and an improved quality of the analysis of the total financial and economic activities of associations, enterprises, organizations, and institutions, by finding a basis in labor collectives, public organizations, and people's control groups and posts, and by enlisting specialists in this work who have a good knowledge

of the planning and organization of production, labor organization and wages, finance, accounting, and so forth. It is also necessary to examine the materials of checks and audits punctually, and to take the necessary measures for every case of abuse, theft, mismanagement, and other violations.

In connection with this, the decree emphasizes the necessity for improving work on the selection and training of cadres for the control and auditing services, for strengthening the latter with more qualified specialists, and for ensuring a systematic increase in their qualifications.

Full use has to be made of the right which has been granted to the USSR Ministry of Finance and the union republic ministries to hold hearings at meetings of the boards of the leaders of ministries, departments, and other administrative agencies about the state of control and auditing work, and to unfailingly instruct them on the elimination of shortcomings.

Work with the cadres of the control and auditing apparatus has to be continually improved. Greater attention to it, and the full staffing of vacant positions with trained and experienced specialists will make it possible to improve the quality and increase the effectiveness of control.

In February 1983 the Board of the USSR Ministry of Finance held a special discussion of this question. Reports were heard from the RSFSR Deputy Minister of Finance L. Ye. Lukoshkov, and R. U. Turakulov of the Uzbek SSR about the state of work with the control and auditing apparatus cadres of those republics.

The Board adopted a full-scale decision aimed at raising the level of control and auditing work and improving work with control-auditor cadres in the light of the decisions of the 26th Party Congress and the November (1982) Plenum of the CPSU Central Committee, and bound the ministries of finance of the union republics to devote more attention to the selection, placement, qualification improvement, and education of the cadres of the control and auditing apparatus in the spirit of high responsibility for one's work, and also to the strengthening of labor and production discipline, and to study profoundly and comprehensively and generalize and disseminate positive experience, directing especial attention to the training and education of the youth which does not have sufficient experience in auditing work and using the method of mentorship for this.

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EDUCATION

SELECTED ARTICLES ON RSFSR EDUCATION

University Education

Moscow SOVETSKAYA ROSSIYA in Russian 17 May 83 p 1

[Article: "The Universities of the RSFSR"]

[Text] It is possible to encounter them, the graduates of universities, in the most different sectors of physical production. Wherever research, the development and introduction of new technology, new materials, machines and devices are necessary. Wherever they are concerned with the general problems of the organization of production and labor, planning and the finding of the optimum technical and economic parameters. Today specialists with a broad type of university education, who have deep, fundamental knowledge, are desired in all the key positions of our economy. The university level of training of personnel does not fit into the narrow framework of any one sector of the national economy. All spheres of activity, all sectors--secondary schools, higher educational institutions, tekhnikums, science, industry, kolkhozes and sovkhozes, public health, various state institutions--are rich soil for the application of the knowledge acquired at universities.

The very essence of the formation of specialists at these educational institutions presumes the psychology of an interdepartmental approach to one's occupation, the willingness to occupy not only a strictly specified place in the given field of knowledge, but also any of them, of course, in the case of short-term training and reorientation locally. Not by chance did the 26th CPSU Congress, having noted the gains of the higher school and having directed attention to the need for the further increase of the quality of the training of specialists, assign particular responsibility for this to the universities.

Today 40 universities are in operation in the RSFSR. Their material and technical base is constantly being improved, the composition of the scientific and educational personnel is being strengthened. As a whole during the past 20 years the contingent of students at these leading educational methods and scientific centers of the higher school has increased by threefold. The noteworthy fact of the creation of universities in the autonomous republics of the RSFSR is extremely exciting. Owing to the attention of the party and the government in a relatively short time they have acquired the necessary intellectual and material potential. The leading universities, the institutes of the USSR Academy of Sciences and the academies of sciences of the union republics are unselfishly helping them. It is noteworthy

that today the All-Russian Conference, at which the means of further increasing the role of universities in the development of the national economy will be discussed, is opening precisely in Saransk, the capital of Mordovia.

The tomorrow of our economy, culture, science and education is being formed today in the student auditoriums. Precisely this task makes it incumbent to increase the level of the training of specialists who would meet the demands of future years. The general scientific, fundamental and vocational training and the ideological and political education of students, which is being carried out first of all on the basis of the unity of educational, scientific and training work, are being improved at many universities. This process encompasses all the aspects of the life of the higher educational institution--from the formation of a new conception of the training of specialists, who meet the demands of 1990-2000, to their use in the national economy.

The studies of scientists show that the specialist of the new type should use with facility automated systems of scientific research and the control of technological processes, automated designing systems and data banks, should pose and solve problems of the search for new principles of the action and the technical decisions of items at the level of patentable items and should know mathematical and economic modeling.

In the age of the scientific and technical revolution the human factor, which provides the most valuable intellectual potential of our country, is being advanced to the central place. The capital investments in man, in his spiritual and occupational development yield the greatest economic impact. But this development, as is known, is backed by the entire system of public education. Therefore the training of teaching personnel for the secondary school was and remains one of the important tasks of universities. Scientific and technical progress is making greater and greater demands on it. The school is not capable of meeting them without teachers with the broad scientific training which the universities provide. Public education is oriented toward the universities as the strong points in the improvement and reorganization of the educational and training process. From year to year the number of graduates of universities, who are assigned to the schools of the RSFSR, is increasing.

But the problem of the connection of the higher and general educational school cannot be limited only to this. The experience of Ivanovo University, which concluded an agreement on comprehensive creative cooperation with the organs of public education of the oblast, is well known. An entire set of measures is envisaged in it. Its range is broad--from the recruitment of students for pedagogical specialties to the provision of educational methods assistance to the instructors of secondary schools and vocational and technical schools. Today more than 20 universities of the RSFSR are already organizing their work on the basis of such direct long-term ties.

It is also difficult to overestimate the role of universities in the vocational guidance of students and in the development among school children of scientific cognitive interests and faculties. They hold numerous olympiads, organize correspondence and evening schools, clubs of young mathematicians, physicists and chemists, summer schools and camps, scientific circles and even "small academies of

sciences." Thus, the "small" Leningrad University with 15 "small" faculties, a correspondence physico-technical school and a summer mathematics school operate at Leningrad University. Let us note: a number of "small" faculties in this case have their own affiliates directly at Leningrad schools. "Small" academies for biology and chemistry operate at Syktyvkar and Krasnoyarsk Universities.

But the entrance examinations to higher educational institutions frequently reveal flaws in the training of children, and along with pedagogical institutes the universities also bear responsibility for the shortcomings of school education and training. The lofty mission of the centers of public education imposes a deep obligation on them. The concern about the secondary school was always one of the best traditions of the universities of the RSFSR, and this tradition must be strengthened and developed in every way. Whether or not the graduate of a university has come to work at the school is the real criterion of the level of the training and education of student youth at every university. Unfortunately, so far, about which our newspaper has written more than once, a number of universities chronically do not fulfill the plan of assignment to the secondary school, while many graduates never appear at the places of appointment.

The modern university is a unified scientific collective with developed interfaculty ties, at which mathematicians, highly skilled engineers and other representatives of the exact sciences work next to philologists, psychologists, medical people and lawyers. This is very important, since a new thing most often appears at the meeting points of knowledge. That is why the development of interfaculty, interdisciplinary interrelations at universities is the basis of the training of highly skilled specialists.

It developed historically that university education can be successfully developed only on the basis of the integration of education and science. Universities arose on the principle of the unity of the educational and scientific processes and the extensive use of scientific institutions for the training of specialists. In recent decades scientific activity has been developing rapidly here, since at universities it is easy to ensure the completeness of studies, without which the efficient organization of scientific work is impossible.

A large portion of the studies being conducted at universities are marked with the stamp of serious research. Most often these are solutions of theoretical problems, which do not lend themselves to direct measurement. Nevertheless their national economic effectiveness is great, since in the end it leads to a significant impact of saving immediately at many enterprises. The universities also do not shun work of a purely applied nature. During the years of the past five-year plan the proportion of the studies on the most important themes at these educational institutions of the RSFSR increased at a leading rate as compared with other higher educational institutions.

The importance of universities in the area of the retraining of personnel for the national economy, as well as the development of culture in the city, the region and the republic, in the promotion of legal norms and legal culture and the increase of amateur creative work is great. The university libraries, which by right can be regarded as the main faculties, the accumulator of the knowledge and experience of the higher educational institution, is called upon to play the vanguard role in this. Much work in the area of culture is also being performed by university museums.

In documents of the party and government on the higher school the need for the increase of the role of universities as centers of education, science and culture in the regions and republics of the country is emphasized. The leading educational methods and scientific centers of the higher school, following this program, are intensifying their influence on all spheres of life and are trying to increase the efficiency of the accomplishment of the economic, ideological and social tasks of our society. And one of the main noteworthy traditions of the universities of the RSFSR is manifested in this service to the people.

Nonchernozem Schools

Moscow SOVETSKAYA ROSSIYA in Russian 20 May 83 p 1

[Article by RSFSR Minister of Education G. Veselov: "The Schools of the Nonchernozem Zone"]

[Text] In recent times the appearance of the village of the Nonchernozem Zone of our republic has changed beyond recognition. It is impossible not to note that many new well-appointed apartment houses, modern houses of culture, schools, hospitals, libraries, houses of Pioneers, kindergartens and nurseries and personal service combines have appeared in the villages. Paved roads have linked many towns and villages with cities and industrial centers. The cultural and educational level of the population has become different. These gains are a result of the steps being taken by the party on the further reorganization of the countryside. And here the school played an enormous role. It is difficult to overestimate its importance in socioeconomic and cultural construction.

Now in the Nonchernozem Zone there are more than 48,000 secondary, 8-year and elementary schools. More than 5 million girls and boys are studying at them. A long-term comprehensive program of the improvement of school affairs in the countryside was set by the decree of the CPSU Central Committee and the USSR Council of Ministers "On Measures On the Further Improvement of the Operating Conditions of the Rural General Educational School," which was adopted in July 1973. Our ministry, the organs and institutions of public education locally are organizing their work in conformity with it. Of course, concern about the creation of the necessary material base is being displayed first of all. During the years of the 10th Five-Year Plan alone rural schools for 465,000 pupils were built in the Nonchernozem Zone, in 2 years of the 11th Five-Year Plan--for 105,000 pupils. Today one school child in three is studying in a new standard building.

However, both an excellent building and the latest equipment are important, but not the main components of success. What the graduate will be depends first of all on the teacher. That is why we saw to it that the rural schools would be staffed with skilled educational personnel. Today more than 90 percent of the teachers of the natural science and mathematics cycle and the humanities cycle of subjects of the 4th-10th grades have a higher education, while in 1976 this indicator was equal to 74 percent. The question of staffing the elementary classes with teachers with the corresponding pedagogical education has practically been settled. An entire pleiad of talented experts of pedagogical labor has appeared at the rural schools of the Nonchernozem Zone: the honorary title "Honored School Teacher of the RSFSR" has been conferred on nearly 1,500 people, the best of them--V. F. Aleshin, S. I. Dergachev, P. G. Lozina, A. V. Ulyashev, P. N. Chernov, A. A. Kovalev--were awarded the lofty title "People's Teacher of the USSR."

At the November (1982) CPSU Central Committee Plenum General Secretary of the CPSU Central Committee Yu. V. Andropov said: "The measures connected with the accomplishment of the Food Program occupy the central place in our plans.... It is necessary for us to check all the practical actions in this important sector of the economy against the Food Program." These words also fully apply to the school. It is called upon to train for agriculture a new reinforcement of highly educated, conscious, disciplined workers, who are thoroughly devoted to their native area, love the land and know how to work on it. It is possible to say that already today all the pedagogical collectives of the schools and the organs of public education of the Nonchernozem Zone have begun the implementation of the measures which were elaborated in light of the decisions of the May CPSU Central Committee Plenum.

On this level the experience of the work of the Podborskii Secondary Boarding School of Kaluga Oblast, for example, is interesting. In March we examined it in the collegium of the ministry. The school is on friendly terms with the Rossiya Kolkhoz--a leading farm which is headed by Hero of Socialist Labor G. I. Sonin, the holder of four Orders of Lenin. The experienced specialists of the kolkhoz are helping the upper grade boys to study agricultural equipment. The girls receive production training at the base of the livestock complex. A student production brigade has been working at the boarding school for many years.

Moreover, there is at the school its own subsidiary farm: plowland, a hay field, a garden, a hog farm for 30 head. Agricultural implements, which were allocated by the kolkhoz, are at the disposal of the school children. Last season the net profit from the subsidiary farm came to more than 10,000 rubles. But, perhaps, the main "profit" is the desire of the children to work in the countryside. At present 10 people are studying at agricultural higher educational institutions and tekhniums, they are grant holders of the kolkhoz. All the young specialists, who return to the kolkhoz, receive an apartment with all modern conveniences. In all 28 graduates of the boarding school are already working here.

There are many such examples. Last year alone about 60 percent of the graduates remained to work or continued their education in occupations necessary to the countryside, and more than 40 percent of the boys and girls linked their path in life with labor directly in agriculture.

But for the present there are obviously not enough achievements. It is worrisome, for example, that in some oblasts of the Nonchernozem Zone the end results of labor education, training and vocational guidance are extremely negligible. Many graduates of secondary schools do not desire to work in agriculture--this is a result of the fact that many shortcomings still exist in the educational and training process. Some of the executives of schools do not always analyze thoroughly the state of the labor education of students, do not try to see to it that the student production brigades would be provided with the necessary small-scale equipment and would work the year round, and are utilizing inadequately the possibilities of kolkhozes and sovkhoses in the organization of studies in an agricultural specialization. Some departments of public education are not ensuring the purposeful management of small schools. In a number of places of the Nonchernozem Zone they are not displaying proper concern about the development of the network of hostels attached to schools, schools and groups with an extended day. A formal approach to the evaluation of the labor of teachers has still not been eliminated everywhere, there is not enough attention to the improvement of the conditions of their labor and daily life, which

is leading to a large turnover of pedagogical personnel in the countryside. The RSFSR Ministry of Education and the organs of public education locally are taking steps on the correction of the shortcomings. However, it is necessary to solve many complex problems at the state level. I will dwell on some of them.

If at the rural school there is one complement of the 9th-10th grades, in each of which there are less than 26 people, difficulties inevitably arise in the organization of labor education, since such classes in conformity with established procedure are not subject to division in the labor lessons into groups. Therefore the lessons are conducted in only one type of labor. As a result the girls, as a rule, not having received training in the desired specialization, leave the countryside. That is why we believe that it is necessary to permit the schools to divide the class into two groups, if there are 18 people in it. This measure must not be delayed further--by delaying the decision, we automatically promote undesirable migration from the countryside to the city.

Groups and schools with an extended day have become a mass form of the public training of school children, which ensures a comprehensive influence on the development of children in the collective. Their creation made it possible to include young women in social production. But here is what is hindering the work in the rural school and worries us: according to the existing norms there should be not less than 30-40 kids in each group. In the city this is usually one class. It is a different matter in the countryside--in order not to violate the rules, here it is necessary to assemble school children simultaneously from several parallels. We believe that it is necessary to lower these norms for the countryside if only to 25 people: at the school it will be easier to organize the leisure of the children and to conduct educational work properly.

Today, unfortunately, a foreign language is not being taught at a number of small schools of the Nonchernozem Zone. The situation, of course, is intolerable, and it formed because at the small schools the teachers do not have enough of a teaching load, and, of course, the educator cannot receive a normal wage. At the 8-year schools located in the settlements of logging and timber-floating enterprises and wood chemistry managements of Siberia, the Far East and a number of oblasts of the RSFSR it is permitted to have the position of foreign language teacher, even if there is not the established number of school hours. We believe that the time has come to afford all small rural 8-year and secondary schools such an opportunity.

Several problems of the rural secondary schools, at which there are up to 10 class components, have now been solved (the rates of the deputy director for educational work and the senior Pioneer leader, who manages the farm, and half rates of the librarian have been retained). However, these measures, unfortunately, are not being extended to the schools, at which this number of class components existed prior to 1976, although the direct need for this exists.

At all the small 8-year schools in the countryside there exists only one administrative unit--the director of the school. Although there are few students here, the director all the same has to devote much time to the settlement of economic questions. But his main concern is the monitoring of the state of the educational and training process and assistance to the teacher. At the same time at these schools the teacher of labor education has a teaching load of no more than 10 hours a week! In our opinion, it is expedient to introduce the position of teacher of labor

education with additional duties on the economic service of the school (with the establishment of a full wage rate). Even though this will be a partial solution, all the same it will be a solution of the chronic school "disease," about which one has occasion to hear on every trip, in every conversation.

The attachment of the graduates of the schools to the countryside requires the systematic and coordinated work of the pedagogical collectives and the farms. Here everything is important: the determination of the types of labor training, the allocation of new equipment, the creation of the conditions for life and much, much more. At the same time the prevailing statutes stipulate that girls and boys are permitted to work on equipment only after they reach the age of 18. However, this statute was adopted long ago, when owing to various reasons adolescents were considerably weaker than current adolescents. Today it is impossible not to take into account the process of biological acceleration, as well as the active desire and aspiration of adolescents for independent work. It is the opinion of thousands of teachers that it is necessary to permit boys and girls to work on a tractor and other equipment starting at the age of 16 (of course, with the observance of strict measures of labor safety techniques and the permission of medical personnel).

Of course, the solution of these and other complicated problems is a difficult matter, it involves considerable financial expenditures. But the need for this, if we speak of the further improvement of the activity of rural general educational schools, is quite obvious, in the end these expenditures justify themselves.

Personality of Specialists

Moscow SOVETSKAYA ROSSIYA in Russian 21 May 83 p 3

[Interview with RSFSR Minister of Higher and Secondary Specialized Education Academician Ivan Filippovich Obraztsov, by V. Fedyakin: "The Diploma and the Personality"]

[Text] "At their conferences the workers of the higher school, in my opinion, are willing to discuss anything: the content of the syllabuses and textbooks, the need for one specialization of students or another, the possibilities of the enlargement of the educational laboratories areas and so on and so forth, but not the problem of the quality of the production of the personality...", V. I. Nefedov, a teacher from Novosibirsk, writes to us. "According to the idea, knowledge should form not only the mind, but also the spirit," labor veteran Ye. F. Darchino (Kagul, Moldavia) as if continues his thought. "Unfortunately, frequently this is far from the case. The diploma gives the right to hold one position or another, but nowhere in the institute syllabuses is there such a subject as culture, humaneness." While Ivanovo power engineer V. A. Frolov adds: "To tell the truth, the higher educational institution gave us few practical skills. But it is not at all mandatory to immediately be an outstanding production worker, this will come with the years. It seems to me that a person with a higher education is first of all an Intellectual."

The opinions cited here are only a few of the readers' responses to the publications under the heading "The Diploma and the Personality," of which the executives of higher educational institutions and enterprises, prominent scientists and professional journalists and student youth were the authors.

[Question] Ivan Filippovich, the theme of the formation of the modern specialist and manager of production really worries many of us. High culture, broad erudition and a keen civic conscience should distinguish him, it is noted in the editorial mail. But, as is known, the personality does not form suddenly: in the family, in contact with people of the same age and older comrades, in labor and in studies. What place does the higher educational institutions occupy (or can it occupy) on this level? What is within its power?

[Answer] Indeed, when a young person comes to us, the foundations of his world outlook to a considerable extent have already been laid by the family, the school and, for a significant portion of the secondary school graduates, also by service in the Armed Forces and work in production. Under these conditions it is difficult to expect that during the time of instruction at the institute a radical change of the character and the attitude of a person toward his surroundings will occur. Participation in a student detachment or work at a kolkhoz and sovkhos, going far away for practical work carry a large ideological charge. The 5 years of life in a dormitory are becoming an important milestone in the formation of the world outlook.

However, the educational process itself at the modern higher educational institution, especially in the earlier years, for the present differs rather poorly from what boys and girls became accustomed to at school. In the majority of instances they remain merely passive "objects" of instruction--listeners, but not creators. I agree with the discussion participants: it is necessary to step up substantially the activity of the student, revealing more thoroughly and increasing his spiritual and intellectual potential. The further development of the forms of the independent work of students, particularly their earliest possible involvement in scientific activity, seems necessary to me.

It seems that the creation for the present at the leading higher educational institutions, and then at others of educational scientific production complexes and associations, in which both the instructors and scientific associates of higher educational institutions, scientific research institutes and production carry out work with the students, is most promising on this level. Such a structure of forces affords extensive opportunities for the increase of the effectiveness of education and the ideological training of young specialists.

The participation of students in the activity of large scientific collectives deepens the interest in the chosen specialty, forms the skills of creative work and teaches diligence. The very traditions of scientific collectives and schools are an important lever of the spiritual enrichment of the personality and a school of civic spirit and patriotism. Here the advantages of the individual approach in education and the strength of the example of the teacher can be revealed in all their splendor.

[Question] Culture, which is understood broadly, is the culture of production, daily life and human relations. It is quite natural that in recent times they have begun to devote more attention not only to the professional, but also the philosophical aspects of the training of young specialists: the content of the courses of sociopolitical subjects, the development of the faculties of social occupations and others. Do you believe that the present forms of work have justified themselves and need only improvement? Or is the search for other means in the education of the young people of higher educational institutions necessary?

[Answer] The problem of the lack of culture among certified specialists (the realization of the substantial difference between the concepts, let us say, "engineer" and "intellectual") can be considered comparatively new. It formed at the meeting point of two factors. On the one hand, there are the factors of a positive nature: the substantial increase of the cultural level of the Soviet worker, the general availability of many esthetic values, political and scientific knowledge (thanks to the mass media). On the other hand, there are the narrow specialization of the training at a higher educational institution, the excessive "orientation" of the educational process toward the passive accumulation of formalized knowledge, the mass nature of higher education, the low levels of competition when enrolling in higher educational institutions. Some explanation of why graduation from an institute does not always guarantee genuine culture and the all-round development of a person, is contained in this.

This is troubling more and more the executives and workers of the higher school. At various universities and institutions they are seeking a way out of the formed situation. During 1977-1978 the ministry generalized the experience of the humanities training of the students of technical and natural science specialties, which had been gained by the collectives of higher educational institutions. As practical experience has shown, it is possible to create among young people the need for constant spiritual growth only in the unity of school and extracurricular work--within a broad complex which includes the teaching of the social sciences and the strengthening of the philosophical aspect in the courses of technical and natural science subjects, the introduction of elective courses on ethics and esthetics, atheism, sociology and the problems of world culture, the system of political information and the broadening of the cycle of educational psychology subjects, the work of the faculties of social occupations and the universities of economic and legal knowledge, participation in amateur artistic work and special student subscriptions for the attendance of theaters and exhibitions.

At that time we sent to all the higher educational institutions syllabuses of the humanities training of future specialists of various types and commissioned them to introduce them in the activity of the pedagogical collectives. True, the initiative was not entirely successful. Many rectors and deans, who had enthusiastically set to work on this important and promising matter, quite rapidly lost interest in it. The overloading of the prevailing curricula was the main obstacle. Now the students, as a rule, are obliged to sit in the auditorium for up to 40 hours a week and to spend another 25-30 hours on preparing for seminar and laboratory classes. Many of them do not have time left either for reading fiction or for pursuing a sport. But one must still make contact with a friend, meet with one's sweetheart. Is it a matter here of electives in the history of world culture?

Therefore we are following attentively the experiment which is now being conducted for the third year at a number of leading universities. At all the faculties of Leningrad University and at some of Perm, Rostov and Voronezh Universities they are teaching in accordance with experimental curricula, which envisage the reduction of the mandatory lecture hall load by approximately one-half. The freed reserves of time are being allotted for independent work with literature, scientific activity and various electives. It is possible to regard the creation of curricula of this type as the procedural base for a new technology of teaching, the main goal of which is the development of the creative potential of the future specialist, the abilities and skills for the independent solution of occupational problems.

[Question] The personality of the tutor, undoubtedly, is one of the main stimuli of the spiritual growth of young people. As far as I know, Ivan Filippovich, the RSFSR Ministry of Higher and Secondary Specialized Education is constantly concerned about the increase of the pedagogical skill of instructors and about the broadening of their contacts with students. But to speak about the successes in this matter means to depart from the truth, is that not so?

[Answer] Correct. The excessive regulation, which has formed at the higher school, the flow of reporting and planning forms, which the instructor, the dean and the head of the chair should fill out, and the making of a fetish out of the quantitative indicators of their activity worry us. By limiting the contacts of the educator and student to the framework of lectures and seminars, it is possible to do irrevocable harm to the education of the young specialist. Unfortunately, in recent years at many higher educational institutions you have noticed excessive formalism in the evaluation of the labor of instructors, when it is judged only by the percentage of progress in studies. In our opinion, there is a more important criterion, on which the quality of instruction and accordingly the knowledge and skills of the graduate depends. I have in mind the questions of discipline, which have been invading more and more persistently the life of the higher educational institution, especially since the November (1982) CPSU Central Committee Plenum.

At every higher educational institution of the RSFSR it is necessary to take the most rigorous steps against every case of the disruption of classes, lateness, violations of the schedules of the taking of tests, examinations and so on. And here, in addition to the example of instructors, the Komsomol of the higher educational institution and the student group should play an important role. We will straighten things out with discipline, and then all the attention will be focused no longer on the "satisfactory" percent, but on the search for new means of instruction and education. But, I repeat, a serious campaign against the mania for percents at the institutions and in the ministerial staff itself, which is hindering the sober evaluation of the real contribution of the higher school to the solution of national economic problems, still lies ahead.

The studies conducted at a number of higher educational institutions show that the success of the adaptation and work of our graduate at a works does not always have a direct connection with his progress at the higher educational institution. Labor collectives are more and more often making demands on the creative potential and public activeness of the personality of our graduates. Hence, in order not to dry up the vital and delicate matter of education, it is necessary to free the instructor from everything superfluous, which is not directly connected with teaching activity. Moreover, only the educator, who himself grows creatively and broadens his

own outlook, is interesting for the students and worthy of imitation. But time is necessary for this.

[Question] How does the current graduate of the higher educational institution appear to you in the ideal?

[Answer] An exhaustive definition of the modern specialist was given at the All-Union Rally of Students. The Soviet specialist today is a person, who has mastered well the fundamentals of Marxist-Leninist doctrine, is aware of the political goals of the party and the country, has a broad scientific and practical training and knows his specialty perfectly. This is a skillful organizer, who is capable of applying in practice the principles of the scientific organization of labor. He knows how to work with people, values collective experience, listens to the opinion of comrades, evaluates critically what has been achieved. This is a person of great culture, broad erudition, in general this is a genuine intellectual of the new, socialist society.

For the workers of the higher school this definition is a guideline in the organization of educational and training activity. Is it possible to assert that everything here is already satisfactory? No. We know this, our mail also confirms this.

The higher educational institutions of the country annually give out about 830,000 diplomas. Of course, the most diverse people are among their holders. Among the graduates there are also many average specialists, who do not live a diverse life, who study without interest and a love for their occupation and at work want to give a bit less, but to receive a bit more.

We are trying to see to it that their number would decrease. However, it is difficult to give a quantitative evaluation to this activity. For the present scientific criteria of the evaluation of the training of specialists have not yet been elaborated. The settlement of these questions is one of the basic tasks of the sector for the immediate future.

In the ministry they have followed with interest the publications entitled "The Diploma and the Personality." The majority of them contain promising suggestions, which will be studied carefully and, undoubtedly, will help us in our further work.

Higher Technical Education

Moscow SOVETSKAYA ROSSIYA in Russian 29 May 83 p 2

[Article by Doctor of Technical Sciences Professor Z. Gusel'nikov, chief of the Sibelektromotor Special Design Bureau, and Candidates of Technical Sciences A. Martynov and V. Livshits (Tomsk): "Incognito With a Diploma"]

[Text] The specialty "The Technology of Machine Building, Machine Tools and Tools" is the oldest at Tomsk Polytechnical Institute. The range of the use of design engineers and process engineers is extremely broad. They are needed everywhere that machines, instruments and equipment of all types are developed and tested, while directly in the shops they make up the backbone of the army of line production managers.

The attention of specialists to this increased even more after the 26th party congress, which posed among the priority tasks the task of the automation and robotization of industry, and first of all machine building and instrument making. The question of the improvement of the quality of the training of engineers has become no less urgent than the assurance of a quantitative increase. It far from always meets the demands on the period of adaptation and the resources of "engineering thought," which enterprises are making. Why? Let us examine several aspects of the problem.

New technology and equipment are appearing at the works much earlier than this finds reflection in the curricula, syllabuses and textbooks. This occurs because the mechanism of the "adjustment" of the regulatory documents of the USSR Ministry of Higher and Secondary Specialized Education to the present level of science and technology, so it seems to us, is still stiff and sluggish. The higher educational institutions themselves are prohibited deviations from the curricula.

For example, in the late 1960's production needed process engineers for the service of machine tools with numerical control. Tomsk Polytechnical Institute was not slow to respond to this order of industry and organized the training of specialists of a new type. Now the process engineer-programmers, who are graduates of the institute, are working successfully at the enterprises of Siberia. And everywhere they are commending the high level of their training, which nevertheless is being carried out illegally. The repeated appeals to the Ministry of Higher and Secondary Specialized Education with the request to introduce this specialization in the nomenclature of the higher educational institution have not been successful.

The shortage of designers of technological specialties, which has now formed, testifies to what excessive regulation and the deprivation of the higher educational institution of a "voice" in the forecasting and the settlement of the most important questions of the development of higher education in one region or another lead. Let us recall that more than 10 years ago the extensive automation of production was checked due to the lack of means of control electronics. But by 1980 the situation in the country had changed. Now tens of thousands of microprocessor units, minicomputers and other means of control are being produced annually. But an extremely unpleasant circumstance developed here: at the scientific research institutes, design bureaus and plants, which design, produce and introduce technological, transportation, hoisting machines and so forth, there were no designers who know the latest methods of the flexible automation of equipment and production. Practice had outdistanced the higher school.

People may reply to us that the decline of the prestige of the engineering profession had an effect on the lack of design personnel. We do not deny this factor, which has socioeconomic roots. And all the same the origin of the poor training of specialists and the decline of the prestige of the occupation lie in the organization of the matter within the higher technical school. And here we also want to direct attention to the following fundamentally important aspect.

Tell me, why do students, such energetic and practical people at first, by the second and third years become more passive? It seems to us that it is worthwhile to increase significantly the level of the teaching of general technical and engineering subjects.

Take, for example, the higher technical educational institution's course of the higher school of mathematics. It is necessary to note that the problems of the teaching of mathematics at higher technical educational institutions were subjected to intensive interpretation back in the 1950's. Many prominent educators of the country formulated at that time a fundamental assumption: mathematics for engineers should not be presented as an abbreviated university course, it has its own special subject, different emphases, a different coloring, and therefore the majority of the sectors should be presented individually, with grounding on specific engineering problems.

Unfortunately, in the years that have passed the situation has changed little: at the overwhelming majority of higher technical educational institutions mathematics is being taught to future engineers as a simplified course of university mathematics, without linking it to the slightest extent with the specific nature of the future engineering specialty and with its tasks, models and algorithms. The chairs of mathematics are striving to completely standardize the courses for all faculties and regard as the greatest trouble the demand of the characteristic chairs to deliver to one group or another an altered course with a connection to the future specialty.

Why has the situation, which was criticized long ago, been retained in the teaching of this basic science? One of the essential reasons consists in the fact that the chair of mathematics is made up of the graduates of universities, for whom it is easiest of all to teach what was taught to them, without troubling themselves with concerns about the study of the peculiarities of the future specialty of the students. The aim at the graduation of "the specialist of a broad type," which was proclaimed 10 years ago, also aggravated this situation, which was abnormal as it was. The saturation of the chairs of mathematics with pupils of universities and at the same time a certain separation of mathematics from the engineering specialty accelerated in the process of its accomplishment.

In our opinion, such an aim affected the decrease of the vocational training of graduates, gaps appeared in their technological production skills. And then in recent years the executives of the Ministry of Higher and Secondary Specialized Education began to explain publicly that "the specialist of a broad type" is first of all a professional and the center of gravity should be in practical training. However, it is very difficult to halt the flywheel, which was started up a decade ago, and especially to spin it in the opposite direction. Therefore the characteristic chairs have been forced more and more often to deliver themselves a portion of the course of higher mathematics.

The situation being discussed is also characteristic of many other chairs, which teach general theoretical and general engineering subjects. Thus, the course of electrical engineering for mechanical engineering students is given to a considerable extent as a simplified analogue of the theoretical principles of electrical engineering, although this is at variance with the ministerial syllabus. The solution is very simple: the lecturers of the chair of electrical engineering know well the theoretical principles of electrical engineering and know very poorly the specific nature of the use of electrical engineering in the work of mechanical engineers. For the same reason their colleagues of the chair of automatic equipment altered the discipline on the automation of machine building, which is most important for the formation of these specialists. It is paradoxical, but at the

higher technical educational institution the chairs of foreign languages have ensured the best adaptation of instruction to the specific nature of the future occupation!

The poor coordination of the content of the named subjects with the problems of the future specialty of the student leads not only to the unproductive spending of time. Let us not be afraid to repeat: the scholastic nature and dryness of the presentation of higher mathematics, mechanics and electrical engineering decrease the interest in studies and give rise to indifference, which the students then also carry over to special subjects. Today, when the competition for higher technical educational institutions has decreased, such a situation should especially worry us.

Our opinions reduce to the fact that great reserves are concealed in the "technology" of higher technical education. Their use requires the elimination of obsolete regulations. Otherwise an unenviable fate--to lag all the time behind practice--is in store for us.

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